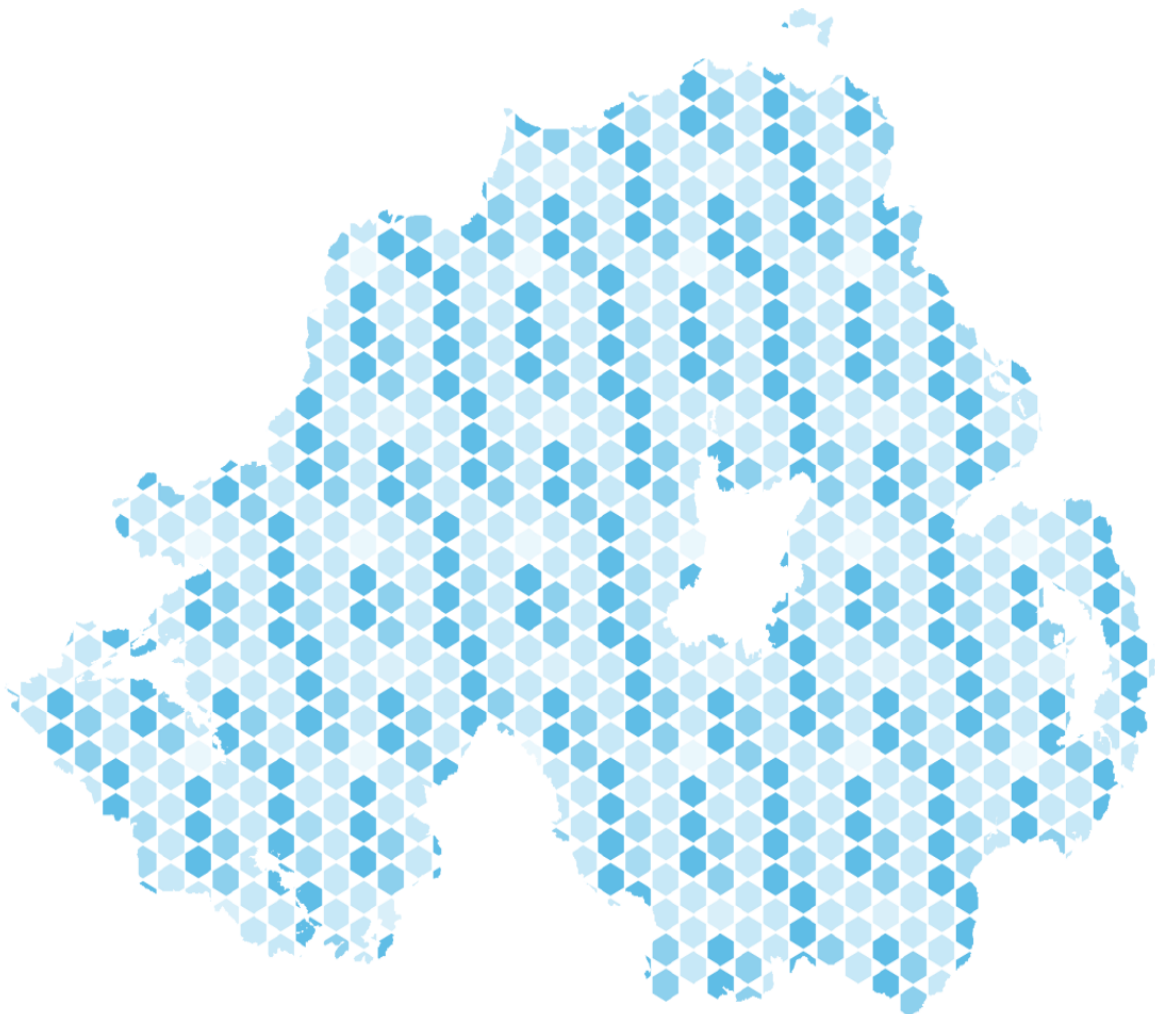


PRIMARY INSPECTION



Education and Training
Inspectorate

Jones Memorial Primary
School, Enniskillen

Report of an Inspection
in September 2012

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Jones Memorial Primary School is situated on the outskirts of Enniskillen. The children attending the school come from the surrounding town and rural areas. The enrolment has fluctuated over the last five years and there are 179 children enrolled in the primary school, including a small number of newcomer children. At the time of the inspection, approximately 28% of the children in the school were entitled to free school meals. The school has registered 25% of the children as having special educational needs.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- In **English and mathematics** the children attain good standards and most are acquiring literacy and numeracy skills commensurate with their ability. Their achievements are enriched through imaginative learning experiences, for example, productive "real business" ventures that involve growing and selling the produce from the school garden and greenhouses. The children are able to use their numeracy and communication skills across the curriculum in a variety of meaningful contexts. Most of the children are becoming skilful in the use of information communication technology to support their learning.
- Twenty-five percent of the children are registered with special educational needs and they make steady progress through their individual education plans. The staff carefully monitors the children's standards and achievements and when possible the children are able to exit the special needs register.

Provision for Learning

The provision for learning is good.

- The children are well-settled and engage productively in their work. Their **behaviour** is exemplary; they are helpful, good listeners, co-operative and sociable. The children utilise well the extensive outdoor area to develop their scientific and mathematical skills and take responsibility for the care of the environment. They take pride in their school and participate well in a wide range of extra curricular activities and competitions.
- The teaching and support staff are hard-working and plan diligently for lessons. In all of the lessons observed, the **quality of the teaching** ranged from good to outstanding with one half of the lessons evaluated as good and a similar proportion very good or outstanding. In the very good to outstanding lessons, the teachers connected well the learning to other areas of the curriculum, used effectively a range of questioning techniques and provided excellent opportunities for the children to articulate their ideas. In a few of the lessons, there were missed opportunities to provide challenge in the activities or to take sufficient account of the children's prior learning or individual needs in order to accelerate progress to the next stage of learning.
- The children with **special educational needs** benefit from early identification and intervention. There are strong partnership arrangements with external agencies to help, the children and their families, address barriers to their learning. The classroom assistants support effectively the children to assist their learning and development in the classes. Through the effective deployment of the staff, including the classroom assistants for reading partnership programmes, there are good arrangements made to provide extra support sessions for specific groups of children with reading difficulties.
- The quality of the arrangements for **pastoral care** is very good in the school. Newcomer children are welcomed to the inclusive school. The children are aware of the school rules and are rewarded for good behaviour. The staff works hard to promote the children's confidence and motivation to learn.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.
- The school gives very good attention to promoting **healthy eating and physical activity**. There is a good emphasis placed on active learning in the outdoors and in after-school clubs. The children are encouraged to eat healthy lunches. The programme for Personal Development and Mutual Understanding supports very well the children's sense of responsibility and self-awareness about making healthy choices. This includes good opportunities for sharing in education with children from other local schools.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** sets high expectations for school improvement, and clearly articulates the school vision of learning for life, with a specific focus on education for sustainable development. She is supported well by the Vice-principal, co-ordinators and staff to ensure that the children experience a broad and balanced curriculum. Good efforts have been made to engage the parents in their children's learning and there are very good links with the local community. The staff are building good school team relationships in order to embed collegial approaches to monitoring, evaluating and improving the quality of the children's achievements and standards.
- The **Board of Governors** have a broad range of valuable expertise and play a very supportive and purposeful role in the life and work of the school. They attend training and participate in a range of educational and pastoral aspects of school improvement. It is appropriate that an evaluation is made of the enrolment policy and the organisation of classes, including the provision and class size for the children in reception and year one. The accommodation is well-maintained and the standard of caretaking is excellent. The school's facilities are shared with the local community for a range of worthwhile activities.
- The school engages effectively in whole-school **self-evaluation and school development planning**. There is an embedded culture of using data effectively to identify low and under-achievement in order to inform planning and effect further improvements in the children's standards and learning experiences. The school has identified appropriately the need to focus specifically on the planning, teaching and assessment methods for number and reading to improve further the children's attainments in literacy and numeracy.

CONCLUSION

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This includes the need:

- to provide better differentiated learning experiences in order to accelerate the rate of progress made in the children's reading and number skills and raise further their standards in literacy and numeracy.

The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Jones Memorial Primary** iii. **Date of Inspection: W/B 17/09/12**
 ii. **School Reference Number: 201-6003** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	21	26	22	25	
Enrolments					
Primary	179	185	178	185	179
Reception	7	5	2	3	
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 95.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register:

- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|---|--|------------------------------|---------------------|----------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 9 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 20.6 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 23.25 | | | |
| iv. Class Size (Range): | 13 to 35 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 30 | |
| | ii. Foundation Stage Classroom
Assistant Support: | | 35 | |
| | iii. Additional hours of other
classroom assistant support: | | 0 | |
| vi. Percentage of children with statements of special educational needs: | | | | 4% |
| vii. Total percentage of children on the Special Needs Register: | | | | 25% |
| viii. Number of children who are not of statutory school age: | | | | 7 |
| ix. Percentage of children entitled to free school meals: | | | | 27.93% |
| x. Percentage of children at the end of Key Stage 2 for 2010/11
who attained level 4 and above in English and mathematics,
and Irish (in Irish-medium schools): | English
34.29% | Mathematics
31.43% | Irish
N/A | |
| xi. If there is a composite class with reception children in it,
please indicate the numbers of children in the other
year groups: | Year 1
6 | Year 2
0 | Year 3
0 | |

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection, and for a group of children from year 6.

One hundred and seventy nine questionnaires were issued to the parents of the children in the primary school: 34 were returned to Inspection Services branch (ISB) and 14 contained additional written comments. A majority of the responses from the questionnaires were affirmative of the school teamwork and leadership in providing effective provision for the children. A small number of parents indicated that they would like more educational information from the school. In addition, the teaching and support staff questionnaires were generally positive about life and work in the school. A small number raised issues and these were shared with the Principal and governors.

The inspectors met a group of year 6 children; they talked readily about the range of enjoyable learning experiences and clubs in the school. They value the support and care provided by all the staff. The children are aware of what to do if they have worries about their safety and well-being.

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